

St Teresa's Catholic Primary School

Inspection report

Unique Reference Number	119692
Local Authority	Blackpool
Inspection number	339505
Inspection dates	15–16 October 2009
Reporting inspector	Moira Fitzpatrick

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair	Mr Jim Cleary
Headteacher	Mrs Elizabeth Yates
Date of previous school inspection	8 May 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 13 lessons and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at the school's assessment and tracking data, teachers' planning, and the school's plans and priorities for improvement this year. They also examined pupils' English and mathematics books and took into account the views of parents and carers, as expressed in the questionnaires that were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by all groups of pupils
- the effectiveness of the school's assessment and tracking systems in ensuring that underachievement is spotted quickly
- the quality and consistency of teaching
- the effectiveness of the school's monitoring, evaluation and action planning.

Information about the school

The school is smaller than the average primary. Nearly all pupils are of White British heritage and none speaks English as an additional language. The proportion of pupils who are eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is below average, and the proportion with a statement of special educational needs is broadly average. The school holds a range of awards including the Healthy Schools and the Activemark Gold awards. The school offers a range of extended services to provide childcare facilities for parents and carers. These include a breakfast club, an after-school club and a holiday club. The school also provides childcare provision in a purpose-built Nursery for children aged from two to five years.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the standards pupils reach and the rates of progress they make, the effectiveness of teachers' use of assessment, the consistency of teaching and learning, and to aspects of leadership and management.

The school's effectiveness is inadequate because a significant proportion of pupils do not make enough progress in English and mathematics. While standards measured by national tests at the end of Year 6 have shown some improvement in recent years, the progress that pupils make has been inadequate over this period, especially for boys and higher-attaining pupils. There is considerable underachievement in Key Stage 2, even when taking into account pupils' low starting points. A number of factors have contributed to this inadequate progress, linked to staff turbulence and a high turnover of pupils in some classes. The main weakness leading to inadequate progress at present is that teachers do not use assessment effectively to plan learning that closely matches pupils' needs. This is reducing teachers' and pupils' expectations of what pupils can achieve. Although the school has been aware of this inadequate progress, actions taken have hitherto had too little impact to reverse the situation, though there are signs of improvement this term. The school's analysis of progress in the last school year has led to additional support for groups of pupils in all classes who are underachieving. For example, pupils in Year 6 are receiving targeted support to ensure that in English and mathematics their confidence improves as a result of being given appropriate levels of work.

While academic outcomes for pupils are not as good as they could be, other outcomes for pupils are good, because the school places great emphasis on supportive relationships and high-quality care for pupils. Staff show strong commitment to pupils' well-being and pastoral care is good. Pupils like coming to school, as their good attendance testifies, and they behave well at all times. Pupils work well together to create a harmonious and welcoming atmosphere. They know the importance of eating healthy foods and they are great fundraisers for others less fortunate than themselves. They contribute to the school's development through the school council and involve themselves readily with parish and wider community events. Their spiritual, moral, social and cultural development is good.

Teaching is too variable to sustain satisfactory progress. While teachers have good skills in presenting new information and in managing classes, they do not make effective use

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of the assessment of pupils' learning to set the right level of challenge for all groups. The result is that there are too many occasions when all pupils are set the same task. As a result, more-able pupils are not learning quickly enough and lower-attaining pupils make slow progress. In good lessons, where tasks are well matched to pupils' needs and abilities, it is clear that enjoyment, as well as the pace of learning, rises quickly. While the curriculum is not always adapted enough for all pupils, it does provide well for their interests and talents.

Leadership, management and governance are satisfactory. Monitoring has not been frequent enough in the past to gain a really sharp picture of where there are weaknesses in teaching and learning, in order to check underachievement across the school and accelerate rates of learning for all pupils. Senior leaders have taken actions this term to rectify this and these are having a positive impact on the progress of some groups of pupils. Since the last inspection, governors have taken a more rigorous approach to monitoring the school's work and holding it to account, so that they now have a much clearer picture of what needs to improve quickly. The school has made satisfactory progress since it was last inspected in developing systems to ensure that it captures the strengths and weaknesses of its work. Given the impact of the school's strategies to improve progress so far, it demonstrates a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise standards and achievement in English and mathematics by the end of Year 6 by:
 - improving the accuracy of teachers' assessment of pupils' learning
 - using information from assessment to plan lessons which meet the needs of all groups of pupils
 - ensuring that all teachers regularly monitor and record pupils' progress.
- Increase the effectiveness of the systems for monitoring and evaluating the school's work so that swifter action is taken to tackle the most important weaknesses.

Outcomes for individuals and groups of pupils**4**

While improved results in 2008 national tests for 11-year-olds indicated that all groups of these pupils made satisfactory progress from their starting points, this improvement was not sustained in 2009, because a number of pupils did not make enough progress from their starting points at the end of Year 2. School data also identifies a number of pupils in other classes underachieving in the last school year. Work seen in pupils' books during inspection indicates that there are groups of pupils in a number of classes who are not making enough progress in English and mathematics.

In lessons, pupils show a willingness to learn and show enjoyment in much of their learning. They listen closely and are willing to take part in discussion. They make satisfactory use of time except when they find tasks too difficult or not challenging

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enough. When this occurs, pupils' progress slows as they either wait for adults' help or their enthusiasm wanes because the work does not inspire them to do their best. The standard of presentation in many books reflects the impact of inappropriate tasks for some pupils. Handwriting and layout are too often ill-formed and untidy and there is little evidence of pride in work well done.

Pupils of all abilities and backgrounds making good progress in the development of social skills that prepare them well as citizens of the future. They learn to be supportive of each other and to work well in pairs or groups. They rise eagerly to the challenge to help run the school through taking on roles such as buddies, monitors and members of the school council. Pupils say they feel safe in school and that there is always someone to turn to for help. They are happy in school and thoroughly enjoy the activities provided for them at lunchtime and after school, which allow them to take part in vigorous and well-organised exercise. They develop a good understanding of the differences between groups in our society and learn to be accepting and tolerant of those whose views are different from their own.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The quality of teaching is too variable to sustain good learning and progress. During the inspection mainly satisfactory teaching, with some good and some inadequate, was seen. However, teaching is judged to be inadequate overall, because there are significant groups in all classes who do not make enough progress over time. Despite this overall judgement, there are some good aspects to teaching, and in all lessons seen during inspection there were undoubted strengths. For example, clear explanations and good discussion fire pupils' ideas for writing and teachers all make good use of display to provide learning prompts for pupils during literacy and numeracy lessons. Learning objectives are shared with pupils at the start of lessons so that pupils know what they are expected to learn, though these are not always checked during the course of lessons to ensure that pupils are on course to achieve them by the end. Pupils are aware of their targets and can be seen in some lessons referring to these as they begin their tasks, so helpful routines to make pupils independent are being established. The weakness that prevents these good teaching elements from having a more positive impact on pupils' progress is in teachers' use of assessment. The information from assessment is not used with enough precision to fine-tune the activities for each group of pupils. Teachers sometimes expect too little from one group of pupils and too much from others by setting the bar too high for the latter to get to grips quickly with their work. Planning for lessons is not providing either small enough steps for some groups to learn most effectively, or for more-able pupils to be spurred on by demanding challenges.

The curriculum is adequately matched to the needs of most pupils, but not all. For example, some boys feel that some topics are not well suited to their interests, while for the lower-attaining and highest-attaining pupils the curriculum is not well adapted to their needs. Enrichment of learning, through out-of-school clubs and visits and links with other schools, is good and benefits pupils by extending their social skills, talents and their tolerance and understanding of difference through a wider understanding of local, national and international society. Pupils comment on how much they like the after-school clubs, visits and visitors the school provides. Year 6 pupils are already looking forward to their residential visit next year, and the inter-faith activities give pupils very good insights into the beliefs and culture of others in their society.

Committed staff, who have a good knowledge of pupils and their families, ensure that pupils are well cared for and kept safe and secure in school. Links with a good range of external agencies provide appropriate support for pupils who have special educational needs and/or disabilities. Links with families to support all pupils are good, and parents and carers are regularly informed of the progress that their children make.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3

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The effectiveness of care, guidance and support	2
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How effective are leadership and management?

Senior and middle leaders have introduced a number of strategies this year aimed at improving the learning of the most significant groups of underachievers. There is evidence in the work of these targeted pupils that these measures are improving the rate of their learning. While the school has the appropriate systems in place to monitor its performance, it is not using them with sufficient regularity to spot strengths and weaknesses quickly. The result is that much good practice that could be used for the benefit of all is not being exploited early enough and shared with all staff. The promotion of equal opportunity has not been effective in ensuring that all pupils make sufficient progress, though this is improving this term. Senior leaders are aware of the shortcomings in monitoring and evaluation and have established a programme to rectify this in the coming year.

Governors are increasingly challenging the school's performance, monitoring the school's work regularly and setting targets for improvement. They ensure that safeguarding procedures are well met and that staff are appropriately trained. Governors and senior leaders have done much in recent years to provide extended services to parents and carers through good links and regular consultation. The provision of before-and after-school care, holiday care and on-site childcare for young children are welcomed by parents and carers and much enjoyed by children. Good links with parents and carers ensure that the school is aware of their needs and views. Links with external providers and other schools support vulnerable pupils and enrich the learning of all. Community cohesion is well promoted. The school links with other faith groups to give pupils a good understanding of the beliefs and customs of other groups in society. There are well-planned links with local, national and international communities through the work of the parish. The current performance of the school means that its value for money is unsatisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4

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The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children in the Early Years Foundation Stage (Reception class) make satisfactory progress in all areas of their learning. By the end of Reception a significant minority do not reach the goals set for their learning because of their low starting points when they join the school. There are particular weaknesses in writing, which the school has identified as an area for improvement. Children feel safe and welcome in the Reception class because they are assigned a key worker who supports their learning, tracks their progress and forms close links with parents and carers. There are good levels of supervision indoors and outdoors so that children are well cared for and understand how to use equipment and the need for sensible behaviour. They quickly become independent and access activities with confidence and imagination. This is because the provision for learning is good, with a wide range of stimulating resources and activities planned to meet children's interests. Teaching is satisfactory. The new Reception teacher is quickly coming to grips with the different abilities in the class and learning to pitch direct teaching more accurately to meet children's different needs. Links with parents and carers are good and much appreciated by parents and carers, who feel confident that their children are well cared for and happy in school.

Leadership and management are satisfactory. The Reception teacher has day-to-day oversight of planning and provision, but does not have an extended role to link with the on-site Nursery which makes provision for childcare for children aged from two to five years. This is a weakness, because much good practice could be shared between the two groups for the benefit of staff and children.

Childcare for children aged from two to five years is satisfactory. Some aspects of provision are good. Children are safe, secure and happy. They are well cared for by suitably trained staff, who are deployed effectively as key workers to look after the needs of individual children. There is a good range of learning resources and staff track children's learning meticulously. The use of this information is not always used effectively enough in planning for the next steps in children's development. Management of the Nursery is satisfactory and ensures that all safeguarding requirements are met.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A large majority of parents and carers are very supportive of the school. They believe that their children are well cared for, safe and happy in school. They say that staff are approachable and supportive and are willing to listen to their concerns. Many parents and carers feel that their children make good progress during their time at school and are pleased with how well they do in their learning. A minority of parents and carers voiced concerns about the changes in staffing in some classes and the impact that this has on their children's learning. Others expressed the view that their children were not making enough progress. Inspectors agree that children are well cared for and that links with parents and carers are good. They also agree with those parents and carers who feel that some children do not make enough progress. This is the case for groups of pupils across the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Teresa's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspector received 57 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	75	13	23	1	2	0	0
The school keeps my child safe	44	79	11	20	0	0	0	0
The school informs me about my child's progress	37	66	15	27	3	5	0	0
My child is making enough progress at this school	33	59	20	36	1	2	0	0
The teaching is good at this school	36	64	16	29	2	4	0	0
The school helps me to support my child's learning	35	63	20	36	1	2	0	0
The school helps my child to have a healthy lifestyle	35	63	20	36	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	55	21	38	1	2	0	0
The school meets my child's particular needs	36	64	19	34	0	0	0	0
The school deals effectively with unacceptable behaviour	28	50	16	29	4	7	2	4
The school takes account of my suggestions and concerns	26	46	19	34	3	5	1	2
The school is led and managed effectively	25	45	19	34	1	2	2	4
Overall, I am happy with my child's experience at this school	40	71	12	21	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 October 2009

Dear Pupils

Inspection of St Teresa's Catholic Primary School, Thornton-Cleveleys, FY5 3JT

Thank you for the friendly welcome you gave Mrs Tarry and me when we inspected your school recently. We found that, while there are a number of good things about your school, there are also some that need urgent improvement to make sure you are able to do the best you can. We have given your school some targets to reach in a short timescale so that your learning improves quickly. This means that your school will be revisited to check that it is improving at a good rate. Here is the picture of what we found during inspection.

- You develop a good understanding of staying safe and healthy and learn to support and care for each other well. You usually behave well.
- You are good citizens, who try to improve the school and raise funds for those in need. You have a good understanding of other people's ideas and customs.
- You are well cared for by adults who know you and your families well and work hard to make you feel safe and happy in school.
- Sometimes you are not learning at a fast enough rate because teachers do not give you activities that are just right for the next step in your learning. This means that sometimes you do not achieve as well as you could.
- Teachers sometimes do not expect enough from you, so the work is too easy or repetitive.
- You enjoy your after-school clubs, visits and visitors and these are some of the strengths of the curriculum.

We have asked the school to improve these things to help you do better in future:

- increase the rate of your learning, especially in English and mathematics.
- set you work which is better matched your ability
- look at what is happening in all classes and make regular checks on your work so that where things are good they can be shared to help everyone get better.

Good wishes to you all for the rest of the year.

Yours sincerely

Mrs Moira Fitzpatrick

Lead inspector

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